‘Spurring you on’
The value of group research projects.

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Research Question

What is the alumni’s experiences of taking part in a group research projects?
Study design

- FREGC approval
- Adopted a phenomenological approach
- Six individual telephone interviews
- Digitally recorded
- Transcribed verbatim
- Thematic analysis

Themes

- Collaboration
- Peer learning
- Quality
- Balance
- Becoming a team member
- Constraints
‘Spurring you on’

- Emotional support
- ‘bouncing ideas’
- collaboration
- ‘created momentum’
- Sharing ideas /developing understanding

... It was nice to talk to somebody that you’d been gathering information with, they’d worked really hard with me, I’d worked hard with them collecting stuff so, you know, you’re rooting for each other and it... I think there is a lot of that which was helpful that you um... spurred each other on to greater things really
‘...well I certainly didn’t feel as though I got stagnant at any point with it in terms of my understanding because there was always somebody else there to bounce an idea or two off, so it was really positive for me’
Peer learning

‘it was so nice to be able to all sit down and go “crikey how do we do these sort of things?”’

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Quality

- ‘Research of greater benefit’
- ‘More robust. Attention to detail’
- Greater analysis
- ‘Better than most projects’
- Initial expectation = publication

Enhanced evaluation

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It's something that I think sort of makes it...almost puts more of a quality spin on it and being a study topic where you sort of get possibly more benefit out of it at the end.
Balance

- Between peers and supervisor support
- Between individual and group
- Between supervisor and other ‘experts’.

Becoming a team member

- Personal learning experience
  - Learning about yourself
  - Reflect on your impact in a group
- Learning to work with others
  - Consider views and agendas of others
- Keeping to deadlines
‘..you probably learn a little bit about yourself. Um...in like how you can work in a group, do you know? Because obviously as physios, you know, on wards and stuff you’ve got to work together as a group’
As participation by students increases degree of involvement of supervisor decreases.

### Continuum of supervision adapted from Anderson (1988)

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<th>Transitional</th>
<th>Self - supervision</th>
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### Constraints

- Difficulty getting together
- Group member not pulling their weight
- Finding time
- Felt more under pressure
- Pressure of placement at the same time.

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‘...occasionally you felt a little more under pressure, not to let people down...and also when discussing things with people thinking...oh blimey I'm not that far along yet...So from the pressure point of thing, it can be a good thing, so it’s sort of to spur you on, to keep you going, to keep you motivated...’

Learning Framework

- Project design
- Action learning sets
- Journal clubs
- Facilitation of pilot work
- Input from different members of staff
- Wiki
Thank you
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